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ABSTRACT

As long as blacks are underrepresented in graduate and professional schools, they will continue to be underrepresented in the professions and other policy-level positions. Historically, and today, the barriers to graduate education faced by blacks are diverse and include financial assistance, racism, recruitment practices, admissions policies, motivation and job opportunities. An examination of black students attending graduate schools in Alabama during the summer and fall sessions, 1974, seeks to relate access to graduate training and the experiences of the student enrolled. (Author/KE)

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A Study of Black Graduate Students in Alabama

by

Otis Holloway Owens

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

LIST OF TABLES iii

FOREWORD BY THOMAS J. DIENER v

PREFACE vi

ACKNOWLEDGEMENTS viii

PART I. BACKGROUND FOR THE STUDY 1

Introduction
Statement of the Problem
Analysis of Related Literature
Assumptions Underlying the Study
Definition of Terms

PART II. METHODOLOGY 15

Techniques Used
Analytic Procedures
Limitations

PART III. ANALYSIS AND PRESENTATION OF THE EVIDENCE . . . 20

Clarification of Terms Used and Source of the Sample
Characteristics of the Sample
A Description of the Family Background of the Sample
A Description of the Educational Background of the Sample
Financial Arrangements of the Sample
Career Goals of the Sample
Black Graduate Students' Comments on Their Experiences in Alabama Institutions

PART IV. IMPLICATIONS OF THE STUDY 36

PART V. COMMENTARY 38

APPENDIX 77

BIBLIOGRAPHY 89

LIST OF TABLES

1	Earnings by Sex, Education and Race Based on the 1970 Census of Population	42
2	Family Members 18-24 Years Old, by College Enrollment Status, Family Income and Race; and Distribution of Families by Income and Race	43
3	College-Going by Blacks and Whites	44
4	Historically Black Institutions in Alabama Granting the Baccalaureate Degree	45
5	Enrollment of Graduate and Professional School Students in Alabama (Except Medical, Dental and Law Schools)	46
6	Usable Returns of Survey by Institution	47
7	Black Graduate Students Enrolled Full and Part-Time by Sex	48
8	Distribution of Black Graduate Students by Sex	49
9	Age Distribution of Black Graduate Students by Sex	50
10	Marital Status by Sex	51
11	Number of Children of the Black Graduate Student	52
12	Number of Siblings of the Sample	53
13	Educational Status of Parents of Black Graduate Students	54
14	Spouse Educational Attainment of Black Graduate Students	55
15	The Occupational Status of Parents of Black Graduate Students	56
16	Occupational Status of Spouses of the Sample	57
17	Estimated Joint Annual Earnings of Parents Reported by Black Graduate Students	58
18	Degrees Earned by Black Graduate Students	59
19	Degrees Being Pursued by the Sample	60

20	Racial Composition of Institution Where Bachelors Degree Was Earned	61
21	Degrees Earned by Black Graduate Students From One of the Nine Institutions in the Study	62
22	Undergraduate and Graduate Areas of Specialization	63
23	Individual Most Influential to Black Graduate Students in Their Decision to Enter Graduate School	64
24	Student's Evaluation of the Preparation They Received From Their Graduate Institution for Graduate Work in Specific Areas	65
25	Black Professionals Known to Black Graduate Students in Their Area of Specialization	66
26	The Most Important Factor in Decision to Specialize in Your Graduate Area of Specialization	67
27	Method of Recruitment to Any Graduate School	68
28	Black Graduate Students: Number of Applications Submitted and Number of Institutions That Offered Admissions and Financial Aid	69
29	Problems Encountered in the Admissions Process	70
30	Methods Used by Black Graduate Students to Finance Graduate Education	71
31	Evaluation of Graduate School Experiences by Black Graduate Students	72
32	The Anticipated Work Setting of Black Graduate Students	73
33	Geographic Area Desired for Location When Graduate Study is Complete	74
34	How Black Graduate Students Envisage That Their Training Will Be of Specific Use to the Black Community	75
35	Sources of Assistance for Employment Known to Black Graduate Students	76

FOREWORD

The Institute of Higher Education Research and Services (IHERS) is an agency of The University of Alabama dedicated to the support and development of postsecondary education in Alabama, the Southeast and the Nation.

As part of its mission IHERS identifies issues crucial to our society and directs its attention -- its personnel and their energies, its money -- to these issues.

The careful examination of a social/education issue, analysis of its present form and complexities, review of its consequences for the quality of human life, and presentation of recommendations for solution or, often, amelioration of this issue -- these activities are an integral part of the work of the Institute.

Ms. Owens' comprehensive study of Black graduate students in Alabama is one of a series of inquiries IHERS is making into the quality of life of Blacks in this state. She has performed a significant service to this state and I commend her study to you.

Thomas Diener
Director, IHERS

PREFACE

During the past decade, social scientists have been actively involved in studying, analyzing and synthesizing demographic and statistical data as they pertain to black people. All too often, misinterpretation of such data has resulted in a distorted view of these Americans, further hardening stereotypes and myths currently held by many in the dominant society. The Moynihan report is but one example.

Even though there has been extensive study of Blacks in America, little is known about specific groups within this population. This monograph aims to increase the specificity of data about Blacks by developing a profile of the black graduate student in Alabama. This project has been undertaken with an appreciation for the vast heterogenity which is found within this racial group.

Researchers have continuously used comparisons of Blacks to Whites in order to show differences. This method of research has led countless scholars to the faulty conclusion that when black people show differences from the larger group, something is wrong with them -- that they are deviant. This kind of thinking perpetuates the stereotype that Blacks are inferior. Unfortunately, policy makers who have relied upon such comparisions and interpretations have unwittingly made inappropiate decisions. The end result has been too few positive changes in the lives of black people.

It is my underlying assumption that while the experiences for black Americans have dramatically differed from those of other Americans, this does not mean that Blacks, as a people, are less than persons of other experiences.

Otis Holloway Owens
The University of Alabama

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This report was made possible by the efforts of numerous people. The author wishes to express her gratitude to those people. While space will not permit mention of all, the following must be singled out.

Dr. Thomas J. Diener, Director of the Institute of Higher Education, gave continuous encouragement, assistance and direction to this project from its inception.

Dr. Eulalia B. Cobb worked diligently in the development of the questionnaire used in this study and served as co-investigator during the data collection phase of the project. Her insight and contributions were invaluable.

The study and this document were supported partially by a generous grant from the Carnegie Corporation of New York to the Institute of Higher Education Research and Services. Their support is gratefully acknowledged. The Corporation should not be held responsible for the views expressed or conclusions reached in this document.

Data for this study could not have been obtained without the assistance of personnel in each of the institutions represented in this project.

Acknowledged with thanks for special advice and assistance are Dr. Charley Scott, Chairman, Council of Deans, the Alabama Commission on Higher Education, and other representatives of the Council of Deans.

Thanks are also extended to Alice W. Jones, Linda Linebarger and Gail Morgan, staff members of the Institute of Higher Education Research and Services, for their editorial and typing assistance, and to Dr. Albert E. Drake, Professor of Statistics, The University of Alabama, who provided computer processing of the data and statistical consulting assistance.

Part I

BACKGROUND FOR THE STUDY

Introduction

The underrepresentation of Afro-Americans in almost every professional category continues to be one of the most significant consequences of racism in America. Historical legacies have consigned a total people to a peripheral place in the dominant society. Consequently, black Americans have been denied the opportunity of governing the forces and resources of their own communities and destinies. The gravity of the problem, of too few Blacks in the professions, is stunning when viewed with the knowledge that in the American society the social, cultural, financial and educational standards are established and maintained by people in the professions.

In the past, education has proved to be one of the best stepping stones for black Americans to upward social and economic mobility. There has been a definite relationship between the number of years completed in school and level of income (Table 1). Afro-Americans, not unlike other Americans, tend to equate educational attainment with the achievement of success. Parents, teachers and other interested persons have offered encouragement to younger Blacks to stay in school and get as much education as possible.

According to a recent report, We The Black Americans, the growing emphasis on education has resulted in black parents

today having four or more years of schooling than the preceeding generation. In the United States the average number of years of school completed by black Americans has been increased to about eleven years (U.S. Department of Commerce, 1972).

Small and significant gains were made by Blacks shortly after the violent and bloody demonstrations of the nineteen sixties. Stimulated by federal laws (e.g., The Civil Rights Act of 1964), institutions of higher education "cracked" the door and admitted more black students to undergraduate and professional programs. Yet, in 1975 Black enrollment in graduate and professional schools remained low, about five percent nationwide and only about one-half that percentage in the South (U.S. Department of HEW, 1972).

Unfortunately, for too many Alabamians the dream of success ends early in their educational experience. For some the dream ends with elementary, junior high or senior high school. A few enter college and even fewer graduate. The numbers diminish substantially on the graduate and professional school levels. The median number of years of school completed by black Americans who reside in Alabama is eight years.

The April 21, 1971, issue of the Chronicle of Higher Education reported a total of 6,589 students enrolled in graduate programs in Alabama's postsecondary institutions in 1970. Of this number, 936 or 14.4% were listed as Negroes (sic). The figures published by the Chronicle and based upon 1970 data reported to the Office for Civil Rights of the Department

of Health, Education and Welfare differ from those published in the actual report (U. S. Department of HEW, 1970) which showed that 18.1% of the 1970 graduate population in Alabama were Blacks. Enrollment data for 1972 states the percentage of Blacks in graduate schools had increased to 21.4% (U. S. Department of HEW, 1972). Even the highest of these figures (21.4%) is disproportionate to the black population. What is the reason for the lag in representation of Blacks pursuing graduate study in a state where Blacks represent 26% of the population?

Statement of the Problem

The underrepresentation of Blacks who participate as decision makers and policy shapers and who share in the American dream is closely linked to graduate and professional school education. As long as Blacks are underrepresented in graduate and professional schools, they will continue to be underrepresented in the professions and other policy level positions.

Historically, and today, the barriers to graduate education faced by Blacks are diverse and include financial assistance, racism as practiced by the dominant society, recruitment practices, admissions policies, motivation and job opportunities.

A special study of the federal census data has shown that family income is a highly significant determinant of

who attends college (U. S. Department of Commerce, 1974c). This study shows that 62% of black families with a member in college had incomes under $10,000 while only 33% of white families were in this category. Also, the 1974 study shows that about the same percentage of Blacks as Whites have family members in college (Table 2). However, black students are more likely than white students to be enrolled in vocational schools rather than universities (Chronicle, 1975). The percentages are not similar if one considers only those enrolled in programs leading to a degree and to the professions. This is born out by the fact that far fewer Blacks earn degrees (Table 3). The fact of income is doubly crucial for Blacks. In the nation, the median family income for Blacks is about 40% lower than the median family income for Whites. For Alabama, the difference between the median family income of Blacks and Whites is more than 50%. It is indeed alarming that nationwide the gap between black and white median annual family income remains extremely wide (U. S. Department of Commerce, 1970). It is clear that additional financial supports are needed for Blacks if equal representation in professions requiring a degree is to be achieved.

A prestigious group of leaders recently examined the problems of race and access in postsecondary education during a conference sponsored by the Southern Education Foundation (SEF). The reality of the barriers faced by Blacks in access to postsecondary education was supported during the conference

by John Egerton, SEF, Cameron Fincher, The University of Georgia, and James E. Blackwell, University of Massachusetts (Egerton, 1975).

According to Cameron Fincher, the effects of racism continue to influence access, placement, retention and graduation of minority students in higher education. He noted that while changes have occurred, public policy concerning equality of educational opportunity still lacks clarity and cohesion. Also, if equal educational opportunity is now an accepted principle in American society, it is still not an established practice. Egerton states that not only does the resistance to equality persist, but it may be growing stronger with intensified competition for limited resources. Blackwell identified "a pattern of graduate school segregation or containment," with the traditionally black institutions enrolling the greater share of black students, even though their graduate programs are more limited (Egerton, 1975).

If changes are to result in a more equitable representation of Blacks in the professions, then there must be a significant increase in the numbers of Blacks who attend graduate and professional institutions. Ultimately the national picture will improve when changes occur from state to state and from institution to institution. Hence, we want to examine more closely Blacks and graduate education in Alabama.

The objectives of this study of black students attending graduate schools in Alabama were:

1. To gather and analyze data based on information obtained directly from these students.
2. To assess the relationship of the graduate experience to age, sex, family background and prior preparation of the black graduate students in this study.
3. To determine financial situations of these black graduate students.
4. To identify experiences of racism.
5. To determine if and how students were recruited.
6. To identify problems with admission policies.
7. To identify motivators.
8. To assess the relationship between job opportunities and chosen area of study.
9. To develop implications of the findings of the study for college teaching and counseling personnel as well as for institutions and agencies involved in graduate education.
10. To recommend methods and procedures which will help to alleviate the underrepresentation of Blacks in graduate school.

The scope of the problem was limited to a population of black students enrolled in graduate programs in institutions in Alabama during the summer and fall sessions, 1974.

The significance of the study has been justified by the need for decision makers in higher education to understand

more clearly every aspect of the Black experience as it relates to access to graduate training and the experiences of the students they enroll. Among entering freshmen, Blacks represent approximately seven percent.[1] Data pertaining to both Blacks and women have been few and difficult to locate (Carnegie, 1975). The pool of prospective graduate school students shrinks dramatically when undergraduates drop out due to poor scholastic records, insufficient funds, family responsibilities, lack of interest or motivation and inadequate prior preparation.

This study has sought to gather information directly from graduate students. It is the intent of this study to also provide insight about the problem through the presentation of related information.

A study of Blacks in graduate education is even more significant from a historical perspective. As late as 1930 none of the 19 states which operated segregated public colleges for Blacks offered any graduate instruction at all. Beginning with Missouri in 1928, desegregation in higher education was postponed by providing out-of-state tuition grants. Out-of-state tuition grants provided financial aid to those Blacks who desired training not offered by the black institutions in the state but offered at a white institution. In some instances the grant was awarded for the difference between the cost of the program at a state institution and the institution out of state. Until 1963 black Americans in Alabama could only attend

the eight historically black colleges (HBI) in the state (Table 4).

At first, only two of these institutions, Tuskegee Institute and Alabama State University (then Alabama State Teachers College) offered graduate training. At the present time one other HBI, Alabama A & M University, offers the masters degree. In the early years most graduate students were in-service teachers who were taking one or two courses after school hours or on Saturdays.

The graduate program at Alabama State University began in 1940 as a summer program and in 1943 it became a part of the regular college programs. The first graduate program was inaugurated at Tuskegee Institute in agriculture on December 3, 1943. The first degree was awarded during the summer of 1945.

Individuals interested in pursuing graduate programs not offered by these three institutions had only one alternative: leaving the state to attend other universities. It is a likely consequence that many of the students who received their preparation at other universities were lost to the state as they accepted jobs in other sections of the country. This explains, in part, why black Alabamians are underrepresented in numerous professions throughout the state.

Analysis of Related Literature

While no attention has been given specifically to black

graduate students in Alabama in the literature, there have been significant writings which are related to this study.

When the Educational Testing Service surveyed 21,000 seniors at 94 institutions across the nation they found that 41% of the Blacks and 38% of the Whites intended to continue their studies after earning the baccalaureate degree. A follow-up survey was made of 10,000 graduates from the same institutions and an additional 2,152 from graduate and professional schools. A total of 404 black and 9,352 white students responded (Baird, 1974).

According to Leonard Baird, the key question in this survey was whether the experiences of Blacks and Whites as students in graduate and professional schools are the same or different. Apparently, the answer is that they are much the same, but there are some differences. The differences deserve attention from educators if an adequate pool of black professional talent is to be created (Baird, 1974).

Baird's study found that black and white graduate students tend to choose different fields. Blacks are concentrated in education, social science and social work. Twelve percent (12%) of all Blacks were in social work. Another difference was the manner in which students financed their graduate education. Seventy percent (70%) of the Blacks compared to 30% of the Whites thought that they would have to take additional loans to complete the graduate courses. Further, more Blacks (60%) than Whites (30%) must rely on university scholarships.

Thirty-seven percent of the Blacks and 13% of the Whites relied on scholarships from outside sources. Also, the relationship between students and professors was less satisfactory for black students (Baird, 1974).

Langly A. Spurlock (1974) noted in the New York Times that "an increase in the graduate student population requires an increase in baccalaureate graduation rates. The first step in accomplishing this must involve a reduction of drop-out tendencies, particularly for black students in white colleges." The barriers to increasing the number of students who complete the baccalaureate degree include: (1) the general tightening of all funds, (2) the re-thinking of priorities by the leadership, and (3) attempts on the part of black students to make the college environment more hospitable to them and thereby increasing resistance (Spurlock, 1974).

On the eve of the twentieth anniversary of the landmark U. S. Supreme Court decision, Brown vs. Topeka Board of Education, educators began to examine the two-decade progress. Change magazine noted in an editorial that, despite gains in terms of the percentage of Blacks in college, Blacks hold about one percent of the country's Ph.D.'s. Also, black faculty, as a percentage of total college and university faculty, have moved from 2.2% in 1968 to 2.9% in 1973. In the junior colleges the percentage of black faculty has more than doubled during this same period (Bonham, 1974).

A nationwide survey of black students (Boyd, 1974) provided information about the openness of higher education. This study surveyed 785 black undergraduate students and 194 faculty mentors. Boyd's study revealed in general that there was much more diversity than uniformity among black students. There were, however, some areas where at least 80% of the students were similar. These students (90%) had graduated from public high schools, were single (91%), attended and participated in classes at least as much as other students, maintained at least a "C" average and obtained adequate help with problems by using a combination of resources. For two-thirds to three-quarters of the black students, obtaining sufficient funds to finance a college education was a critical problem. In the case of 68%, the primary source of money was financial aid (loans, scholarships and veterans benefits). Most students worked. Also, 71% indicated that preparation for college was a problem.

The financial concerns of black students seem to be born out by the literature (Clark and Plotkin, 1963). The National Scholarship Service and Fund for Negro Students (NSSFNS) found that students gave financial reasons most often for failure to complete their studies.

Despite the dramatic educational gains of Blacks since the turn of the century, the data seem to support the fact that Blacks remain underrepresented in institutions of higher education on almost every level. For example, even though more Blacks are

graduating from four-year colleges than ever before, Blacks are doing so at a rate that is less than half that of Whites (Blake, 1974).

In 1974, 8.1% of Blacks and 21% of Whites in the population between the ages of 25 and 34 had completed four years of college or more (U.S. Department of Commerce, 1974c).

In 1973-74 only six percent of the 50,716 students enrolled in the nation's medical schools were black (2.1% of the nation's medical doctors are black). This means one black physician for every 3,700 Blacks and one white doctor for every 660 Whites (Poinsette, 1974).

An unpublished report on the racial composition of attorneys and law school programs for the State of Alabama noted that in 1974, 1.06% of the 2,343 attorneys in the state were black. The number of Blacks enrolled in law programs was 1.55% of the total (Drake, "Racial," 1974). In the general population Blacks represent 26% of the total.

In another unpublished study, Drake has documented the shortage of Blacks in the health care professions as measured by the percentage (26%) of Blacks in the population of the State of Alabama. The percents of black dentists and physicians were 2.90% and 2.49% respectively. Medical and dental schools in the state had 3.8% and 5.3% Blacks enrolled (Drake, "Manpower," 1974).

The relationship of institutions of higher education to

the problem of too few Blacks in the professions is indeed critical. It almost goes without saying that in the final analysis, institutions of higher education control the supply, if not the demand, of professionals trained in particular areas. As it pertains to the educational institution, they control both the supply and demand and "can predict with a high degree of accuracy whether there will be a Ph.D. in any discipline in five to seven years hence. If they do not admit minority students or women students this year, then it is quite clear that there will not be minority and women Ph.D.'s for junior faculty positions five to seven years hence" (Leonard, 1975). Recently, the Carnegie Council on Policy Studies has called for extending affirmative action efforts to graduate school students to increase the supply of qualified women and minorities (Epstein, 1975).

In the United Staes, Blacks represent 11% of the total population (U.S. Department of Commerce, 1972). Enrollment statistics of graduate students in the U. S. show that Blacks comprise 2.7% (Chronicle, 1971). Statistics of black graduate students enrolled in Alabama institutions in 1972 are considerably higher than national figures and represent 21% of the total graduate school population. Consistent with national trends, black graduate students in Alabama continue to major in education and the social sciences (U.S. Department of HEW, 1973).

Data are not available on the number of degrees conferred

by these institutions to Blacks. Without the degree Blacks cannot enter the professions. Thus the likely conclusion that Alabama can rest on its laurels with a percentage of Blacks enrolled in graduate school closely approximating the ratio of Blacks to Whites in the state must be dispelled.

Assumptions Underlying the Study

The decision to undertake this study was predicated upon certain assumptions. The assumptions were based upon a review of related material and observations.

Assumption I: Comparatively few Blacks have entered graduate school except in fields where Blacks have traditionally been employed.

Assumption II: The lack of black professional role models with whom to identify is another reason that Blacks may not seek advanced study.

Assumption III: The financial burden of graduate school may be too great and information about loans and other aids is not readily available.

Assumption IV: Black undergraduates are not "groomed" for graduate school.

Assumption V: Blacks may be following the current trend that regards degrees, especially advanced ones, as useless investments of time, money and energy. The current job market may substantiate this.

Definitions of Terms

There are certain basic concepts used throughout the study. Several definitions will be explained for the purpose of establishing a frame of reference for future discussions throughout the paper.

The sample will be used to designate those black graduate students who responded to the questionnaire.

Occupational status will refer to the hierarchy of jobs classified according to white collar and blue collar occupations. White collar jobs will include professionals, teaching, managerial, sales and clerical. Blue collar jobs will include crafts, operatives, service work, laborer, private household work and farm work.

Part II

METHODOLOGY

Techniques Used

The method used in this study was the descriptive survey. The study sought to (1) determine the relationship of the graduate experience to age, sex, family background and prior preparation of the black graduate students; (2) increase knowledge of how black students view their graduate school experience; (3) determine the financial situation of black graduate students; (4) identify problems with admission policies; (5) identify motivators; (6) determine if and how black graduate students were

recruited; (7) assess the relationship between job opportunities and chosen area of study; (8) develop implications of the findings of the study for college teaching and counseling personnel as well as for institutions and agencies involved in graduate education; (9) recommend methods and procedures which will help to alleviate the underrepresentation of Blacks in graduate school.

Correspondence as a technique proved to be helpful. When this study was initiated it was necessary to crystallize thoughts and ideas. Several letters were written to individuals with a brief explanation of the proposed study. This provided an opportunity to verbalize ideas regarding the study.

The selection of institutions was based entirely on the fact that they offered graduate degrees. Letters were mailed to each of the institutions in the state that offered graduate degrees. These letters were directed to the institutional representatives to the Alabama Commission of Higher Education (ACHE) Council of Deans. The following fourteen (14) institutions were included:

Alabama A & M University
Alabama State University
Auburn University
Florence State University
Jacksonville State University
Livingston University
Samford University
Troy State University
Tuskegee Institute
The University of Alabama
The University of Alabama in Birmingham
The University of Alabama in Huntsville
University of Montevallo
University of South Alabama

An interview was held with Dr. Charley Scott, then Dean of the Graduate School, The University of Alabama, and Chairman of ACHE Council of Deans. Through the cooperative efforts of Dean Scott and Dr. Eulalia Benejam Cobb, co-investigator for the project, the proposal for the study was presented to a meeting of the ACHE Council of Deans at the same time a request was made for assistance in (1) identifying black students and (2) distributing the questionnaires.

The unique concerns of the representatives from each institution dictated the adoption of three methods of distribution. Nine institutions agreed that the questionnaire be mailed to the Deans for distribution during fall pre-registration. One institution agreed to supply the names and addresses of their students so that questionnaires could be mailed by the investigators directly to the students addresses. Four institutions requested that we provide a respresentative at their fall registration to hand out the questionnaire. There was no response at all to any communication from one institution.

This study of black graduate students enrolled in nine Alabama institutions has been based on information received from 204 students who completed a fifty-item questionnaire form (Appendix A). According to the 1972 Racial and Ethnic Enrollment Data from institutions of higher education, a total of 947 black graduate students were enrolled in institutions located in Alabama (U.S. Department of HEW, 1970).

Analytic Procedures

The chi square analysis was used to determine differences between male and female in their responses to the questionnaire items. The purpose of using chi square was to determine the extent to which the variable of sex influenced the findings.

Limitations

The primary limitation of this study has been identifying the sample. Some institutions indicated that their methods of record keeping did not make the identification of individual students by race an easy task. Gathering the information from student files on the part of an outsider would clearly be an invasion of privacy. The institution considered gathering the data from student files to be both too time consuming and too costly.

Statistics on the ethnic composition of graduate and professional school enrollments must be derived from compliance reports submitted by colleges and universities to the Office of Civil Rights, Department of Health, Education and Welfare. These data must be used cautiously as a source due to inaccurate and inconsistent methods of reporting data to the Office of Civil Rights. Compliance reports for 1970 and 1972 show unbelievable gains and losses for some institutions. According to this source, the black graduate and professional school students in Alabama institutions totaled

862 in 1970 and 947 in 1972 (Table 5).

The extent to which Blacks are underrepresented in jobs that require the masters, doctors or other advanced degrees has been difficult to establish. Moreover, there are no data on minority recipients of masters degrees. Taking the figures of Blacks enrolled in graduate school without accounting for earned degrees may be misleading. For example, some institutions require admittance to the graduate school in order to take graduate courses. Consequently, teachers and other professionals who intend only to take specific courses are "enrolled in graduate school."

Another limitation of the study was due to the fact that the data for the study were collected several months before the analysis was completed. There was no opportunity to account for possible changes. The economy of the nation has resulted in greater limitation on funds available to graduate schools in general and to black candidates in particular. Not only are direct financial grants on the decline, but monies for supportive services and special recruitment are dwindling.

It must also be noted that the percentage (approximately 21%) of all black graduate students in the state who responded was small. Hence, information on the total population of Blacks may be somewhat slanted based on factors that caused one to respond and other factors that caused others not to respond. If, in fact, a relationship existed between these factors then the results of this study apply only to the respondents and no others.

Since individuals within the population could not be identified by the investigators prior to distributing the questionnaire, a systematic random sample could not be conducted. We can only assume, then, that the characteristics and responses of the respondents are similar to those of the non-respondents.

If the 204 respondents are indeed representative, then we are 95% confident that sample estimates are within six percent of the true proportion.

Part III

ANALYSIS AND PRESENTATION OF THE EVIDENCE

Clarification of Terms Used and Source of the Sample

Terms used. In order that terminology might not be misunderstood and confused, it is necessary to clarify that when there is a reference to the sample it will be used to designate those 204 individuals who responded to the questionnaires. The sample consisted of black graduate students enrolled during the 1974 summer and fall sessions in nine institutions in Alabama (Table 6).

Source of the sample. The sample of students was identified (1) by graduate school deans from established files; (2) during registration by school officials as they completed the registration procedures; and (3) during registration by the investigators. Verification of graduate status was made by asking if the student were a graduate student.

Characteristics of the Sample

A majority (52.9%) of the students who responded to the survey were part-time students, enrolled in courses for nine or fewer credit hours (Table 7). This figure is close to that of the Office of Civil Rights which reported in 1972 that 54.3% of the black graduate students in Alabama institutions were enrolled as part-time students.

Composition of the sample by sex. A total of 93 persons (45.6%) were male and 111 (54.4%) were female (Table 8).

Age. Most (61.8%) of the respondents were 30 years of age or less. Only 31.4% of the sample were between the ages of 31 and 45. In the over 46 years of age category there were 2.5% of the sample (Table 9). These data seem consistent with the national trend for doctoral students in specific disciplines which show the majority of the students to be in the under 31 years of age category (Heiss, 1970).

Marital Status. Single graduate students accounted for 32.4% of the total. At the time the data were collected, 58.8% of the students were married. An additional 8.8% were widowed, divorced or separated (Table 10). It appears that, on the basis of this study, students who were attending graduate school were more likely to be married. The extent to which there is a cause and effect relationship was not explored. Perhaps the marital partner provided both encouragement as well as an added source of financial support needed to enter graduate school.

Children of the Sample. Almost half of the sample (46.1%) had no children. Only 22.5% had one child. while 31.4% stated that they had two or more children (Table 11).

A Description of the Family Background of the Sample

The students in this study came from families with more children than they have themselves. More than seventy percent (73%) noted that there were two or more siblings in the family. Only 9.3% indicated they had no siblings (Table 12).

Educational levels of parents and spouses of the sample. At least 27.2% of the parents of the sample had attended some college. This relates to 1960 national statistics that showed that 38% of fathers of graduate students had some college. Of the fathers, 31.5% had attended some college or more while 24.1% of the mothers had attended some college (Table 13). Most of the husbands and wives of the sample had earned the bachelors degree or more (Table 14).

Occupations for parents and spouses of the sample were categorized by the writer according to the 1960 Census of Population Alphabetical Index of Occupations and Industries (U.S. Department of Commerce, 1960) with the following changes. The word farming was used in the place of farmers, farm managers, farm laborers and farm foremen. Teaching was isolated as a separate professional category. The term other was used as a category to include housewives and husbands, students, the ill, those in the military and pensioners. The following divisions

were listed as white collar jobs: professional, teaching, managerial, sales and clerical. Blue collar jobs included crafts, operatives, service work, labor, household work and farm work.

More than half (54.5%) of the mothers of the sample were blue collar workers. Even more (83%) of the fathers were blue collar workers (Table 15). The occupation of the spouse was indicated by 123 persons in the sample. A high percentage (71.6%) of this group were employed as professionals with 34% employed as teachers (Table 16).

Family income. The best estimate of parents' joint annual earnings as reported by the sample ranged from less than $3,000 (9.3%) to $20,000 and over (6.4%). Most of the respondents (51.5%) indicated that their parents earned $8,999 or less (Table 17). The median family income of black families in the South in 1970 was $5,226 or 57% of the $9,240 earned by white families (U.S. Department of Commerce, 1970).

A Description of the Educational Experiences of the Sample

In this sample, 70.1% of the respondents had earned only the baccalaureate degree. An additional 22.5% had earned both the baccalaureate and masters degrees (Table 18). At the time the data were collected, 70.1% of the sample were working toward the masters degree. Another 13.7% were pursuing the doctorate degree. As the figures will show, 15.2% were working toward

other degrees including veterinary medicine (Table 19). The bachelors degree had been earned from an all black or predominantly black undergraduate institution by 82.4% of the sample (Table 20).

Only 2.5% indicated that they had also earned the associate degree. In view of the increased trend for young Blacks to enroll in community and junior colleges, further attention should be given to how many former junior college students persist through graduate school. Only 20% of all community college entrants earn the baccalaureate degree (Blake, 1974).

The bachelors degree was earned by 39.7% of this sample from one of the nine institutions included in the study. The schools with the highest percentage were Alabama A & M University (16.2%) and Tuskegee Institute (13.7%). Interestingly enough, nationwide figures show that the HBI continue to produce at the baccalaureate level most of the Blacks who later earn the Ph.D. (75%), become army officers (75%), federal judges (80%) and physicians (85%).

The masters degree had been earned by 18.3% of the sample from one of the nine institutions. The institutions with the highest percentage were Tuskegee Institute (4.9%) and The University of Alabama (4.9%; Table 21).

Approximately 42% of the sample in this study were enrolled in two historically black institutions in the state (Alabama A & M University and Tuskegee Institute).

According to HEW civil rights documents, in 1972 80.8% of all black graduate students were attending the three historically

black institutions in the state that offer graduate degrees.

The undergraduate areas of specialization indicated most often were education (34.3%), social sciences (13.2%), and biological sciences (12.7%). Only two other areas (agriculture, 8.39%, and business, 7.8%) were indicated by more than 5% of the respondents.

At the graduate or professional level of study, education was the area of specialization chosen by 48.9% (98) of the sample. Small percentages of students ranging from .5% to 9.3% were specializing in 15 of the 23 areas listed on the questionnaire (Table 22). The choice of education as an area of specialization increased substantially at the graduate level. National figures show that 60% of all Ph.D.'s awarded to Blacks are awarded in the field of education.

The decision to seek entrance to graduate study was influenced most by a spouse (26.0%). "Others" were singled out by 20.1%, mothers by 16.2%, friends by 15.2%, teachers by 6.9% and fathers by 5.4%. The low percentage of the sample identifying the fathers as the most influential person in the decision to pursue graduate study was not surprising and may be related to the fact that only 5.9% of the fathers of the sample had attained the masters degree or more (Table 23).

A high percentage (73.1%) of this sample considered their undergraduate studies had prepared them "well" or "very well" for graduate work. The sample was asked to evaluate how well their undergraduate institution prepared them for graduate school

in seven critical areas. The sample felt that they had been very well prepared for graduate school in three areas: note taking (55.9%), study skills (46.6%), and test taking (39.2%). They considered themselves moderately prepared in the areas of use of library (50.0%) and abstracting articles (48.5%). Almost one-quarter of the sample (21.1%) indicated that they were poorly prepared in the area of writing research papers (Table 24).

What are the motivators for Blacks seeking the graduate experience? Role models and significant others have been identified as important motivators in the development of aspirations for black Americans. However, 11% of this sample did not know any black professionals in their area of specialization. Thirty-one percent knew only one to five black professionals in their same area of specialization (Table 25).

It goes almost without saying that the reasons students choose an area of specialization are indeed diverse. Enjoyment was chosen by 47% as the most important factor in their decision to specialize in their particular field of specialization. The possibilities for getting a job was indicated by 16.2% and 11.8% indicated it is the subject for which they had the most aptitude (Table 26).

"Better employment opportunities" was designated as the most important factor in the decision of 42.2% to seek entrance to graduate study. The desire to learn was second with 22.5%. Higher salary and desire to learn were both chosen by 11.8% of the sample.

Less than half of the sample (39.2%) had been recruited by any graduate or professional school. Most had been recruited through available brochures (12.7%) and personal acquaintances (12.3%). Only 8.3% had been recruited when a representative of the graduate school had visited their campus (Table 27).

Thirty percent of these students entered graduate school immediately after college. Those who entered one year after obtaining the baccalaureate degree represented 12.7%. Approximately one-fourth (26.5%) entered two to five years after completing the baccalaureate. For those who experienced a delay between graduate and undergraduate school, 26% attributed it to finances. Those students who worked between undergraduate and graduate school did so most often (41.7%) as teachers or professionals in other areas.

A majority of the sample (57.8%) applied to only one graduate school. Twenty percent applied to two schools. The data show that multiple applications result in multiple admissions offered (Table 28).

Those characteristics considered important in selecting graduate schools for application and reasons for enrolling in a particular graduate school were chosen in the same rank order: (1) location, (2) curriculum, (3) cost, (4) academic challenge and (5) acceptance.

The respondents were requested to identify the one factor primarily related to problems they experienced in the admis-

sions process. A problem in the admissions process was encountered by 38.3% of the sample. About half of this group had problems in the area of academic qualifications. Problems relating to finances were identified by 7.4% of the sample (Table 29).

Financial Arrangements of the Sample

The main source of information about financial aid for graduate study was books, brochures or newspapers (22.5%). Graduate school officials as a source was indicated by 20.6%. Fellow students and undergraduate advisors or faculty members were main sources to 11.3%. Ten percent (10.8%) of the students learned about financial aid from their undergraduate placement office.

Almost half (45.6%) of the students were not offered financial aid by any institution. Aid was offered to 27.9% of the sample by one school, 9.3% were offered aid by two schools and 3.9% were offered financial aid by three or more schools. While the low number of students offered financial aid may be due to the fact that more than half of the students in this sample were part-time, the reverse may also be true. That is to state that most of the students may be part-time because they were not offered financial aid. Financial aid is not usually available to the part-time students (Table 28).

Boyd found in his study that the major problem of black college students is financing their education. Three-fourths of the students in this study came from families with an annual

income under $10,000. The estimated joint annual earnings for three-fourths of the black graduate students were less than $12,000.

Students in this study used a variety of methods to finance their education including jobs (37.3%), personal savings (81.1%), spouse's earnings (15.2%), assistantships (13.7%), fellowships or scholarships (11.8%), loans (9.8%), parental assistance (5.4%) and other methods (13.7%; Table 30).

Graduate school evaluation. Members of the sample were asked to respond to their present situation in graduate school by indicating if they were satisfied, not satisfied or if the item were not applicable. A greater percentage, ranging from 40.7% to 77.9%, were satisfied with their experiences. They were most satisfied with their relationship with other black students. The items that had the highest percentage of "not satisfied" responses were in the area of financial arrangement and "time for studying" (Table 31).

Career Goals of the Sample

Fifty eight percent of the students in the survey anticipated working in an educational setting. Perhaps the large percentage of students who indicated education as a career choice is linked explicitly to the fact that the choices and chances of being a teacher have been most realistic for Blacks. Further, de facto and de juris segregation resulted in a social structure which enabled Blacks to experience greater opportunities and

greater upward mobility on the career ladder in the educational system. From the very beginning institutions of higher education focused on teacher training for Blacks. Consequently, the pool of potential graduate students has always been greater in this area. It extends further when non-education majors later choose education as a career. Black students in this study (32.8%) expected to work in an elementary or secondary school, while 26.0% indicated an interest in a college, university or junior college. Twenty-two percent anticipate working for private companies, family businesses or self (Table 32).

Most plan to remain in Alabama (58.3%) or in Southeastern states other than Alabama (22.5%; Table 33).

The respondents (59.8%) envisage that their graduate training will be of specific use to the black community to "a large extent." Only two percent envisaged that their training would be of "no specific use." Twenty-eight percent (28.4%) stated that their training would be of "moderate use" (Table 34).

The university placement service was identified by 55.9% as a place where they could get assistance in finding employment. Department chairmen (27.5%) and academic advisors (27.0%) were identified as persons who could assist in job placement. Thirty percent were aware that professional organizations could assist in finding employment (Table 35).

Black Graduate Students' Comments on Their Experiences in Alabama Institutions

Students were asked to comment on any relevant experiences that they have had as black graduate students which were not covered in the questionnaire. A total of 45 students wrote comments. These comments ranged from brief, one word statements to several pages. Some comments were caustic, such as "this questionnaire was too long."

Preparation and performance. Several students made comments on the area of their preparation for and performance in graduate school. A student with a major in psychology stated, "Undergraduate experiences did not prepare me for realistic job opportunities, nor did they make me aware of employment situations."

Another student expressed the opinion that the grade point has no significant meaning in respect to a person's ability to do a given job effectively. A male student who was required to retake the Millers Analogy Test (MAT), was admitted conditionally in spite of a strong B average as an undergraduate. He had maintained a B average in graduate school.

Problems faced in predominantly white schools. According to one student's view, one of the major problems faced by black graduate students in predominantly white schools is housing. "We had a very difficult time finding adequate housing principally because we are black. I am not referring to university

housing or high-priced apartments owned by real estate companies. The mobile home parks are very difficult for Blacks to get into without court action. Also, privately owned moderately priced duplexes are difficult to obtain. It is very discouraging when you are accepted by the university but not by the community."

Another student noted that, "there is a tendency for white instructors to appear partial towards white students during classroom presentations."

One student observed that, "Most white teachers are surprised to discover that black students can really compete."

Some students perceive that they are treated unfairly in the classroom. For example, students state that, "Whereas my relations with most faculty members and white students has been pleasant, one professor in particular went out of his way to make black students in particular and graduate students in general very uncomfortable."

"As a black student in a class with Whites, I am not looked upon as being as intelligent as white students. To get a grade of E (i.e., excellent) out of a class I must do something exceptional while a white student would get an E for doing the normal course work. When reciting in class a black student has to document what he says while a white student says anything that he thinks."

"Some instructors, but not the majority, dislike Blacks."

Financial aid. There were several statements pertaining to financial aid. One student expressed the idea that since Congress cut out Health Professions Loans there has not been enough available aid. He said, "In spite of a critical shortage of black doctors and other professionals, there is no money to help support the black professional students. Due to the phasing out of Federal Aids Programs which supported veterinary medicine students in the past, I have not received any financial assistance."

"Like so many other black minority students, I would like to have a chance to make something out of myself, to do something that I would enjoy and to do something of my choice. But it seems as though when I get the chance there is no way that I can get financial support. It seems unfair to a black student to be given aid the first year and then be told the next year to obtain a bank loan before enrolling for the fall semester. A bank loan cannot be obtained in my hometown to cover post graduate work.

"If the banks will not invest in you, money cannot be obtained elsewhere. What will my profession be worth in years to come? Is there a real critical shortage of black professionals, black doctors, black veterinarians or is it exaggeration? Someone ought to look into the problem, something ought to be done."

The fact that there was not one black teacher on the faculty was expressed as a concern. Coupled with this comment

was the expressed need for instructors who do not isolate themselves from students, especially minority students.

Some students felt that the grades they received were lower than they deserved due to racial prejudice, the inability of the student to play the congeniality game or because they expressed views counter to those of the professor.

Some concerns were viewed as common to all graduate students. For example, adults enter graduate school as a subordinate with activities and choices controlled externally. Decisions related to courses, dissertation topics and acceptable attitudes are not always left to the students. Consequently, students find themselves agreeing when agreement would not normally be the approach taken.

Many graduate students come to graduate schools with experience as well as established knowledge in their fields. It seems unfair to be treated as less than equal to the employed faculty at colleges and universities. That is a problem!

Inappropriate advising may be a problem of concern to many graduate students. One student reported that, "I was assigned an adviser; later, unknowingly, I was changed to another adviser. It took me many visits and telephone calls to finally locate my adviser. I was quite frustrated as a result of this."

Another student expressed her problems this way: "From the beginning of my graduate school experience there appeared to be a communication problem for me. Everyone appeared too busy to answer questions or your questions were made to appear unimportant.

Most information was acquired from other black students."

Black students encountered racial prejudices from both faculty and students. Students noted that white students attend class less, pass in assignments that are not scholarly in appearance and receive the best grades. Black students in many cases receive the lower grades. When the class is asked to organize in groups for projects, white students often group themselves together and black students are not asked to join. Students in the minority have no choice but to force themselves into some unwelcomed situation.

The limited number of Blacks on a big campus can pose specific problems for Blacks. Making friends with other Blacks can pose a problem on a campus where there are few black students and these students are spread out on campus. In addition there is no place on campus where a black graduate student can secure information about other graduate students. There is a real sense of isolation.

One student expressed his opinion that the limited number of black graduate students and professionals in Alabama is due to the amount of racism directed at Blacks either directly or indirectly. Many Blacks are ambitious enough to stay in school and become professionals; others give up and drop out. This student felt, however, that the number of students who are deciding to stay in graduate school and become professionals is increasing.

Part IV

IMPLICATIONS OF THE STUDY

The ethos of the principle investigator of this project supports the ideal that research is conducted with the expectation of enhancing learning (i.e., a change in behavior). The change can be simple or complex. There are several strong implications of this study for change.

First, there is sufficient documentation that as a system, higher education continues to educate too few Blacks, particularly at the graduate and professional school levels. In addition, the number of Blacks who specialize in education and/or social science has resulted in an unequal representation of Blacks in the professions and other areas of specialization.

There is a need for up to date and reliable data on the numbers of black students enrolled in graduate and professional programs and the number receiving degrees and employment in specific areas.

It seems reasonable to assume that as more Blacks apply to graduate and professional schools more will be accepted. One way of increasing the pool of applicants is to place greater emphasis on the recruitment of black students. The models now used for admissions and the prediction of who will succeed or fail in graduate school must be questioned.

In spite of the constraints imposed by the barriers of role expectations, financial limitations and inappropriate

admissions standards, some Blacks have persisted, sometimes against great odds, through graduate training. That some Blacks do so is not surprising. That so few enter and persist through graduate and professional programs is alarming.

The system of higher education through its institutions must assume responsibility for educating more black American citizens. In the State of Alabama the majority (80.8%) of the black graduate students are enrolled in three historically black institutions. The eleven historically white institutions have enrolled fewer than 20% of all black graduate students.

The recommendations for increasing Blacks in graduate school, neither new nor original, were recently proffered by James Blackwell in a paper he presented to a conference on Equality of Access in Postsecondary Education (Blackwell, 1975).

1. More vigorous enforcement of federal laws and court decisions concerning equal opportunity in higher education.

2. Accelerated recruitment of minorities for graduate and professional schools.

3. Increased financial assistance based on both need and merit.

4. Concentrated recruitment of Blacks in medicine, dentistry, law, the sciences and other fields in which minority representation is critically low.

5. Intensive counseling and supportive service to allow more minority students to be fully competitive with other students in graduate and professional schools.

6. A major research effort to determine the comprehensive effect upon minorities and Whites of retention and attrition, certifying examinations in the professions, and employment at all levels of graduate and professional school education.

COMMENTARY

Census taking in the academic arena has become increasingly complicated for most postsecondary institutions. Wide variations from institution to institution in how, when, where, and why students are counted have made it difficult, if not impossible, to obtain accurate and descriptive enrollment statistics. In the case of gathering data on Blacks and graduate school attendance, it has been, at best, inaccurate. While the numbers vary, the trend for Blacks attending graduate and professional schools has remained constant: Blacks in graduate schools continue to be numerically insignificant.

In the Black experience, graduate education is not an educational luxury; an experience that "would be nice." Nor is graduate school a place to wait out a tight job market. For Blacks, graduate education is a requirement for gaining employment in the professions, in institutions of higher education, and many managerial positions. The underrepresentation of Blacks in top and mid-level positions of leadership is a serious problem to Blacks and to the American society because resources are not fully utilized. In the opinion of the author, the survival of American democracy is dependent

upon the equitable representation of Blacks in every facet of life in the nation. This issue must receive the highest national priority if we expect to see America prosper as a citadel of freedom within the next 200 years.

There is much to be gained by the nation as well as by the black community for extending the occupational and career vistas of Blacks beyond the traditional areas of specialization chosen by undergraduate and graduate students. The pattern is indeed circular. Blacks have been accepted into programs in education and the social sciences, have gained employment in these same areas, have been represented as models to younger Blacks who choose these areas because of possible acceptance and employment opportunities.

The factors of parents' occupational, educational, and economic status, which are positive influences in the decision of most students to enter graduate school, must be counter balanced for those Blacks where the same factors become barriers. This author proposes that black college students, as a part of their collegiate experience, be introduced to the idea of continuing their education. These students should be encouraged to consider further study as a personal consideration. Black students may not consider graduate school for themselves due to a configuration of reasons including the lack of parental support or encouragement; no contact with persons holding graduate degrees; the

lack of adequate financial resources; real and imagined barriers to access; discouragement by counselors, professors and other educators who make judgments about their human potential.

As can be expected, the shot-gun marriage relationship between some postsecondary institutions and the minority (i.e., black) students enrolled in these institutions, makes for an unsatisfactory arrangement. Brought together almost entirely on a legal basis, there is a lack of commitment on the part of the institution and a lack of trust on the part of black students. This arrangement fosters a relationship based on alienation.

The search for "qualified" Blacks may be a cruel hoax used to limit the admission of Blacks in graduate school. It is well known that testing instruments continue to undergo evaluation and criticism. Studies too numerous to mention here (Payne, 1966; Choi, 1974; Gunne, 1972) support the contention that standard graduate admissions criterion are limited as predictors of success. The continued use of standard graduate admissions criterion for Blacks is untenable when that criterion for selecting any student, black or white, in and out of graduate school has not stood the test of predictability.

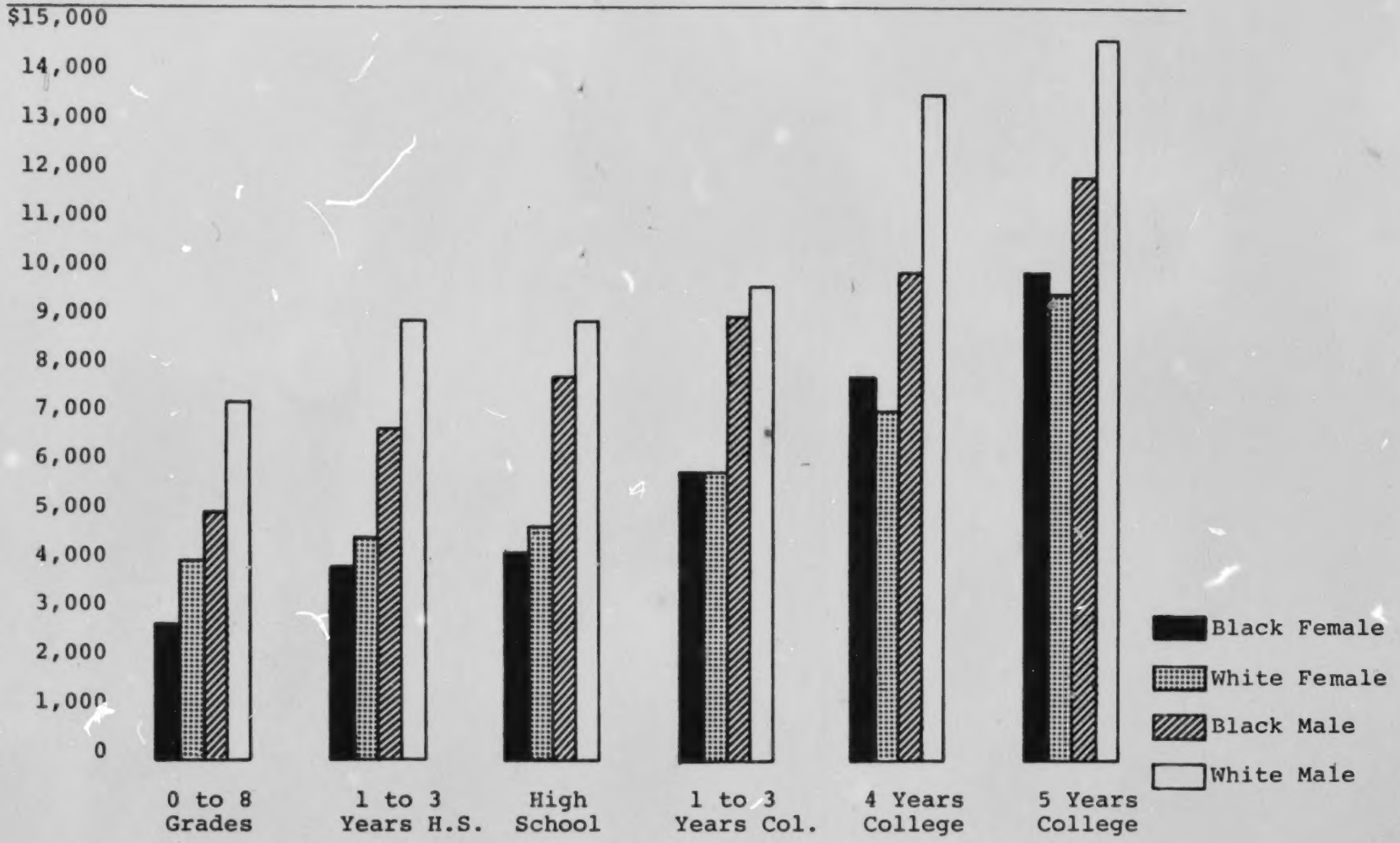
One respondent to this survey mentioned in his written remarks and comments that many schools of veterinary medicine

do not have any black students. They seem to have a problem finding "qualified" black students to admit. Tuskegee Institute has not only found students, but sufficiently prepared them to meet the standards of many state boards. It borders on the comic that countless students rejected from medical and dental schools across the nation as not meeting the "standards" of the school were admitted to Howard and Meharry and were sufficiently well prepared to compete with those who met the "standards" on state medical board examinations.

The fact that Blacks in this study chose to remain in the South and in Alabama can be viewed optimistically. It appears that they view employment opportunities as being at least competitive with other regions of the country. Hopefully, the South and the region can develop and nourish this interest and hope.

TABLE 1

Earnings by Sex, Education and Race
Based on the 1970 Census of Population



Source: Derived from U.S. Department of Commerce, Bureau of the Census, "Earnings by Occupation and Education," 1970 Census of Population, Washington, D.C., January, 1973 (Tables 1, 2, 7 and 8).

TABLE 2

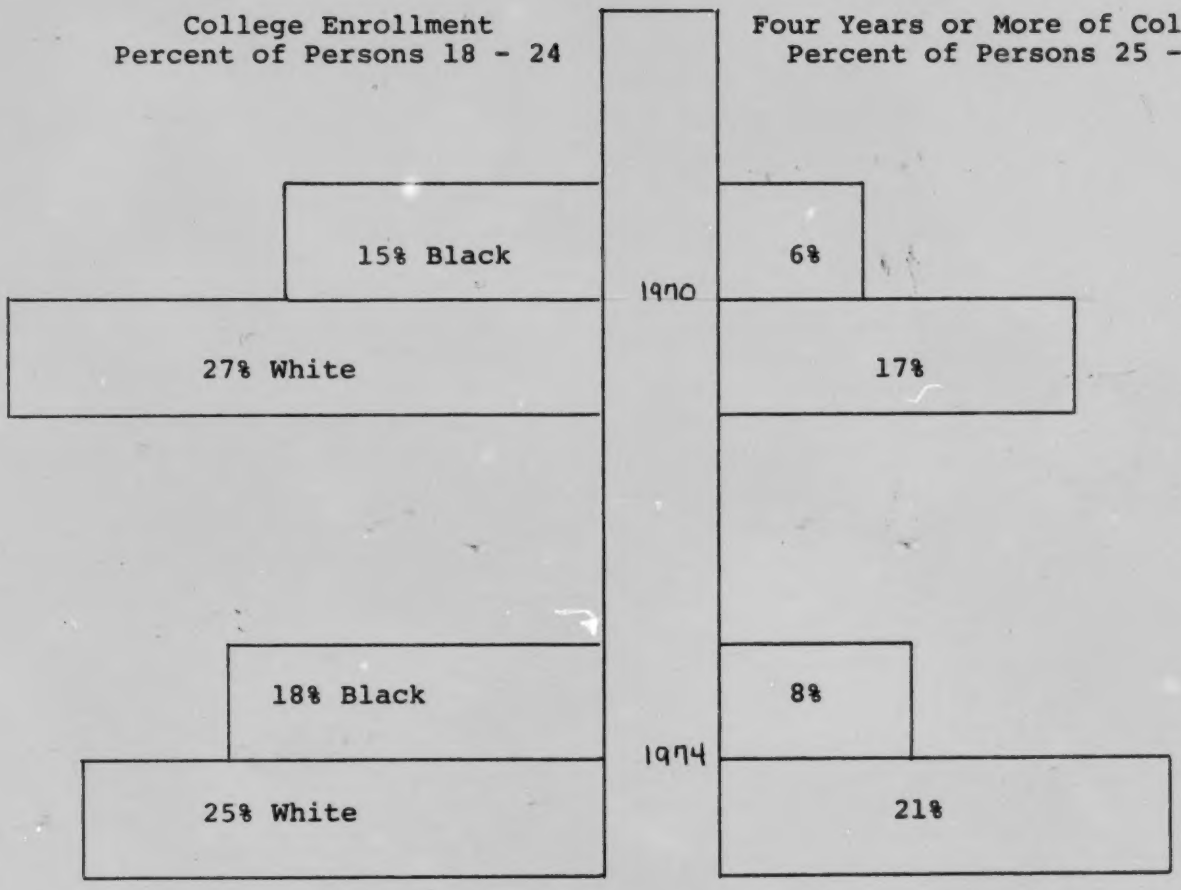
Family Members 18-24 Years Old, by College Enrollment Status, Family Income and Race; and Distribution of Families by Income and Race

Income	Enrolled in College		Distribution of Families	
	Black Percent	White Percent	Black Percent	White Percent
$5,000	17	17	31	11
5,000 - 9,999	30	27	31	22
10,000 - 14,999	26	37	19	26
15,000	42	50	19	42

Source: Derived from U.S. Department of Commerce, Bureau of the Census, The Social and Economic Status of the Black Population in the United States 1974, Washington, D.C., July, 1975 (Tables 11 and 66).

TABLE 3

College-Going by Blacks and Whites



Source: The Chronicle of Higher Education. 1975, Vol. XI, Number 1, p. 1.

TABLE 4

Historically Black Institutions in Alabama
Granting the Baccalaureate Degree

*Alabama A & M University

*Alabama State University

Daniel Payne College

Oakwood College

Selma University[1]

Stillman College

Talladega College

*Tuskegee Institute

*These institutions also offer the masters degree.

[1]A junior college that does offer an unaccredited baccalaureate program in religion.

TABLE 5

Enrollment of Graduate and Professional School Students in Alabama (Except Medical, Dental and Law Schools)

Institution	1970 Total Students	1970 Black Students	1970 Percent of Blacks	1972 Total Students	1972 Black Students	1972 Percent of Blacks
Alabama A & M	674	344	51.0	110	64	58.1
Alabama State	234	213	91.0	583	553	94.8
Auburn U (Main)	1107	10	.9	1156	32	2.7
Auburn (Montgomery)	0	0	0	306	15	4.9
Florence State	4	0	0	17	1	5.0
Jacksonville State	20	0	0	97	4	4.1
Livingston University	18	3	16.7	25	6	23.9
Samford University	263	12	4.6	28	5	17.8
Troy State U (Main)	0	0	0	4	0	0
Troy State (Ft. Rucker)	75	10	13.3	118	7	5.9
Troy State (Montgomery)	129	7	5.4	16	0	0
Tuskegee Institute	218	152	69.7	157	149	94.9
The University of Al.	1158	29	2.5	1155	54	4.6
UA (Huntsville)	54	0	0	131	3	2.2
UA (Birmingham)	798	82	10.3	418	34	8.1
Univ. of South Alabama	8	0	0	112	12	10.7
Univ. of Montevallo	4	0	0	54	8	14.8
TOTALS	4764	862	18.09	4487	947	21.14

Source: Derived from U.S. Department of Health, Education and Welfare, Office of Civil Rights, HEW Racial and Ethnic Enrollment Data 1970 (p. 118) and 1972 (p. 45).

TABLE 6

Usable Returns of Survey by Institution

Institution	Absolute Frequency	Relative Frequency (Percent)
Alabama A & M University	33	16.2
Auburn University	18	8.8
Samford University	3	1.5
Troy State University	6	2.9
Tuskegee Institute	54	26.5
University of Alabama	34	16.7
University of Alabama in Birmingham	24	11.8
University of Montevallo	9	4.4
University of South Alabama	22	10.8
No Answer	1	.5
TOTAL	204	100.0

TABLE 7

Black Graduate Students Enrolled
Full and Part-Time by Sex

	Class Load		Male		Female	
	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)
Nine hours or less	108	52.9	42	46.2	66	61.7
Nine hours or more	90	44.2	49	53.8	41	38.3
No answer	6	2.9	0	0	0	0
TOTAL	204	100.0	91	100.0	107	100.0

x^2 (Chi Square) = 4.1, with one (1) degree of freedom, P. 04

TABLE 8

Distribution of Black Graduate Students by Sex

Sex	Absolute Frequency	Relative Frequency (Percent)
Female	111	54.4
Male	93	46.5
Missing Data	0	0
TOTAL	204	100.0

TABLE 9

Age Distribution of Black Graduate Students by Sex

Age	Male		Female	
	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)
< 21	1	1.1	3	2.8
21-24	16	17.2	27	24.8
25-30	35	37.6	44	40.4
31-35	17	18.3	4	3.7
36-40	12	12.9	16	14.7
41-45	7	7.5	8	7.3
46-50	1	1.1	6	5.5
51-55	3	3.2	0	0
56-60	1	1.1	0	0
> 60	0	0	1	.9
TOTAL	204	100.0	204	100.0

TABLE 10

Marital Status by Sex

Marital Status	Male		Female		Total	
	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)
Single	25	26.9	41	36.9	66	32.4
Married	62	66.7	58	52.3	120	58.8
Widowed	0	0	3	2.7	3	1.5
Divorced	4	4.3	9	8.1	13	6.4
Separated	2	2.2	0	0	2	1.0
No Answer	0	0	0	0	0	0
TOTAL	93	100.0	111	100.0	204	100.0

TABLE 11

Number of Children of the Black Graduate Student

Children	Absolute Frequency	Relative Frequency (Percent)
None	94	46.1
One	46	22.5
Two	39	19.1
> Two	25	12.3
No Answer	0	0
TOTAL	204	100.0

TABLE 12

Number of Siblings of the Sample

Number of Siblings	Absolute Frequency	Relative Frequency (Percent)
None	19	9.3
One	34	16.7
Two	27	13.2
> Two	122	59.8
No Answer	2	1.0
TOTAL	204	100.0

TABLE 13

Educational Status of Parents of Black Graduate Students

Highest Level of Education	Mother		Father	
	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)
0-6	21	10.3	55	27.0
7-8	37	18.1	27	13.2
9-12	85	41.7	66	32.4
2 Year Certificate	11	5.4	15	7.4
Some College	13	6.4	6	2.9
2 Years College	6	2.9	1	.5
Bachelors Degree	8	3.9	8	3.9
Graduate Study	6	2.9	4	2.0
Masters Degree	8	3.9	9	4.4
More	1	.5	3	1.5
No Answer	8	3.9	10	4.9
TOTAL	204	100.0	204	100.0

TABLE 14

Spouse Educational Attainment of Black Graduate Students

Highest Level of Education	Absolute Frequency	Relative Frequency (Percent)
0-6	1	.5
7-8	1	.5
9-12	3	1.5
2 Year Certificate	8	3.9
Some College	17	8.3
2 Years College	9	4.4
Bachelors Degree	30	14.7
Graduate Study	14	6.9
Masters Degree	31	15.2
More	10	4.9
No Answer*	80	39.2

*These figures include single and separated respondents.

TABLE 15

The Occupational Status of Parents of Black Graduate Students

Occupation	Mother		Father	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Teaching	25	12.3	11	5.4
Professional	8	3.9	8	3.9
Managerial	3	1.5	7	3.4
Clerical	5	2.5	0	0
Sales	4	2.0	2	1.0
Crafts	1	.5	9	4.4
Operatives	2	1.0	16	7.8
Farming	4	2.0	18	8.8
Service Work	20	9.8	17	8.3
Labor	18	8.8	75	36.8
Household Work	52	25.5	0	0
Unemployed	25	12.3	3	1.5
Other	13	6.4	24	11.8
No Answer	24	11.8	14	6.9
TOTAL	204	100.0	204	100.0

TABLE 16

Occupational Status of Spouses of the Sample

Occupation	Absolute Frequency	Relative Frequency (Percent)
Teaching	42	20.6
Professional	26	12.7
Managerial	2	1.0
Clerical	14	6.9
Sales	0	0
Crafts	2	1.0
Operatives	3	1.5
Farming	0	0
Service Work	2	1.0
Labor	1	.5
Household Work	2	1.0
Unemployed	6	2.9
Other	13	6.4
No Answer*	91	44.6
TOTAL	204	100.0

*These figures include single and separated respondents.

TABLE 17

Estimated Joint Annual Earnings of Parents
Reported by Black Graduate Students

Annual	Absolute Frequency	Relative Frequency (Percent)
Under $3,000	19	9.3
$3,000-5,999	40	19.6
$6,000-7,599	33	16.2
$7,600-8,999	13	6.4
$9,000-11,999	27	13.2
$12,000-14,999	22	10.8
$15,000-19,999	18	8.8
$20,000 and over	13	6.4
No answer	19	9.3
TOTAL	204	100.0

TABLE 18

Degrees Ea[illegible] by Black Graduate Students

Degrees Earned	Absolute Frequency	Relative Frequency (Percent)
Associate Degree	5	2.5
Baccalaureate	143	70.1
Masters	43	21.1
No Answer	13	6.4
TOTAL	204	100.0

TABLE 19

Degrees Being Pursued by the Sample

Degrees	Absolute Frequency	Relative Frequency (Percent)
Masters	143	70.1
Doctorate	28	13.7
Other	31	15.2
No Answer	2	1.0
TOTAL	204	100.0

TABLE 20

Racial Composition of Institution
Where Bachelors Degree Was Earned

Racial Composition of Institution	Absolute Frequency	Relative Frequency (Percent)
All Black	92	45.1
Mostly Black	76	37.3
Mostly White	31	15.2
Other	2	1.0
No Answer	3	1.5
TOTAL	204	100.0

TABLE 21

Degrees Earned by Black Graduate Students
From One of the Nine Institutions in the Study

	Associate		Bachelors		Masters		Doctorate	
	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)
Alabama A & M	0	0	33	16.2	4	2.0	0	0
Auburn University	0	0	1	.5	3	1.5	2	1.0
Samford University	0	0	0	0	1	.5	0	0
Troy State	0	0	2	1.0	0	0	0	0
Tuskegee Institute	1	.5	28	13.7	10	4.9	0	0
University of Alabama	0	0	6	2.9	10	4.9	2	1.0
University of Alabama in Birmingham	0	0	5	2.5	4	2.0	0	0
University of Monte-vallo	0	0	0	0	3	1.5	0	0
University of South Alabama	0	0	6	2.9	2	1.0	0	0
Others	12	5.5	105	51.5	20	9.8	0	0
TOTALS	13	*	186	*	57	*	4	*

*Columns do not add up to 100%

TABLE 22

Undergraduate and Graduate Areas of Specialization

Areas of Specialization	Undergraduate		Graduate	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Agriculture	17	8.3	8	3.9
Architecture	1	.5	1	.5
Biological Science	26	12.7	9	4.4
Business	16	7.8	13	6.4
Communication	4	2.0	2	1.0
Computer Science	0	0	1	.5
Education	70	34.3	98	48.0
Engineering	3	1.5	1	.5
Fine Arts	4	2.0	0	0
Health	7	3.4	11	5.4
Home Economics	6	2.9	2	1.0
Library Science	2	1.0	7	3.4
Mathematics	8	3.9	1	.5
Physical Science	3	1.5	1	.5
Psychology	4	2.0	10	4.9
Social Science	27	13.2	8	3.9
Other	1	.5	19	9.3
No Answer	5	2.5	12	5.9
TOTAL	204	100.0	204	100.0

TABLE 23

Individual Most Influential to Black Graduate Students in Their Decision to Enter Graduate School

Most Influential Individual	Absolute Frequency	Relative Frequency (Percent)
Spouse	53	26.0
Other	41	20.1
Mother	33	16.2
Friend	31	15.2
Teacher	14	6.9
Father	11	5.4
Multiple Choices	1	.5
No Answer	20	9.8
TOTAL	204	100.0

TABLE 24

Student's Evaluation of the Preparation They Received From Their Graduate Institution for Graduate Work in Specific Areas

Preparation in Specific Areas	Percent of Total*		
	Well Prepared	Moderately Prepared	Poorly Prepared
Use of Library	39.9	51.0	9.1
Note-Taking	57.1	34.8	8.1
Writing Research Papers	39.4	38.9	21.7
Abstracting Articles	29.7	51.0	19.3
Study Skills	47.2	42.5	10.4
Test Taking	41.9	42.9	15.5
Other	46.4	35.7	17.9

Note: Students responding to this question indicated several areas of preparation.

*Percentage figures represent percent of the total sample where N = 204.

TABLE 25

Black Professionals Known to Black Graduate Students in Their Area of Specialization

Number	Absolute Frequency	Relative Frequency (Percent)
None	23	11.3
1-5	64	31.4
6-10	29	14.2
More than 10	86	42.2
No Answer	2	1.0
TOTAL	204	100.0

TABLE 26

The Most Important Factor in Decision to Specialize in Your Graduate Area of Specialization

Factors in Decision	Absolute Frequency	Relative Frequency (Percent)
Subject Most Enjoyed	96	47.1
Most Aptitude for the Subject	24	11.8
Good Possibility for Financial Aid	14	6.9
Offers Best Job Possibilities	33	16.2
Family and Friends Expected Me to Specialize in this Subject	1	.5
Other	18	8.8
Multiple Choices	8	3.9
No Answer	10	4.9
TOTAL	204	100.0

TABLE 27

Method of Recruitment to Any Graduate School

Method of Recruitment	Absolute Frequency	Relative Frequency (Percent)
Visit to My Campus	17	8.3
Brochures Made Available	26	12.7
Through a Personal Acquaintance	25	12.3
Other	12	5.9
TOTAL	80	39.2

TABLE 28

Black Graduate Students:
Number of Applications Submitted and
Number of Institutions That Offered Admissions and Financial Aid

Number of Institutions	Number of Students by Number of Applications Submitted		Number of Students by Number of Admissions Offered		Number of Students by Number of Offers of Financial Aid	
	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)	Absolute Frequency	Relative Frequency (Percent)
None	0	0	0	0	93	45.6
One	118	57.8	126	61.8	57	27.9
Two	42	20.6	39	19.1	19	9.3
Three	20	9.8	17	8.3	6	2.9
Four	6	2.9	5	2.5	2	1.0
Five or more	6	2.9	4	2.0	0	0
No Answer	12	5.9	13	6.4	27	13.2
TOTAL	204	100.0	204	100.0	204	100.0

TABLE 29

Problems Encountered in the Admissions Process

Problem	Absolute Frequency	Relative Frequency (Percent)
Academic Qualifications	38	18.6
Finances	15	7.4
Race	4	2.0
Sex	2	1.0
Other	19	9.3
No Answer	126	61.8
TOTAL	204	100.0

TABLE 30

Methods Used by Black Graduate Students
To Finance Graduate Education

Methods	Absolute Frequency	Relative Frequency (Percent)*
Fellowship/Scholarship	24	11.8
Assistantship	28	13.7
Spouse's Earnings	31	15.2
Parental Assistance	11	5.4
Work	76	37.3
Loan	20	9.8
Personal Savings	37	18.1
Other	28	13.7

Note: Some students responding to this question indicated several sources of financing their graduate education.

*Represents percent of total sample where N = 204.

TABLE 31

Evaluation of Graduate School Experiences
by Black Graduate Students

Graduate School Experience	Satisfied (Percent)	Not Satisfied (Percent)	Not Applicable (Percent)
Relationship With Other Black Students	77.9	5.4	2.0
Course Load	76.5	9.8	1.5
Study Facilities	69.6	11.8	3.4
Quality of Instruction	69.6	15.2	1.5
Relationship with Teachers	69.1	11.8	6.4
Counseling by Your Present Advisor	63.2	14.7	9.8
Transportation and Commuting	62.3	16.7	8.3
Relationship with White Students	61.3	9.8	13.7
Time for Studying	61.3	23.5	2.5
Social Life	60.3	15.2	11.8
Family Responsibility	58.3	10.3	14.7
Financial Arrangement	54.4	24.0	9.3
Working While Studying	48.5	19.6	17.6
Extra Curricular Activities	48.5	15.7	20.6
Separation from Family	40.7	13.2	31.4

TABLE 32

The Anticipated Work Setting of Black Graduate Students

Setting	Absolute Frequency	Relative Frequency (Percent)
Private Company, Family Business, Self	22	10.8
Research Organization or Institute	15	7.4
College, University or Junior College	53	26.0
Elementary or Secondary School; Other Educational Institution	67	32.8
U. S. Government	30	14.7
State Government	12	5.9
Hospital, Church, Clinic Welfare Organization	9	4.4
Other	5	2.5
I Don't Know	7	3.4

NOTE: Some respondents indicated several anticipated work settings. The relative frequency was based on the total sample where N=204.

TABLE 33

Geographic Area Desired for Location
When Graduate Study is Completed

Area	Absolute Frequency	Relative Frequency (Percent)
Alabama	119	58.3
Southeastern States (Other Than Alabama)	46	22.5
Midwestern States	8	3.9
Western States	10	4.9
Mountain Plains States	3	1.5
Eastern States	10	4.9
Other	13	6.4

NOTE: Some respondents indicated several desired areas for location. The relative frequency was based on the total sample where N = 204.

TABLE 34

How Black Graduate Students Envisage That Their Training Will Be of Specific Use to the Black Community

Extent	Absolute Frequency	Relative Frequency (Percent)
To a Large Extent	122	59.8
Moderately	58	28.4
Not at All	4	2.0
No Answer	20	9.8
TOTAL	204	100.0

TABLE 35

Sources of Assistance for Employment
Known to Black Graduate Students

Sources	Absolute Frequency	Relative Frequency (Percent)
University Placement Services	114	55.9
Department Chairman	56	27.5
Academic Adviser	55	27.0
Professional Organization	62	30.4
Other	21	10.3

NOTE: Some respondents indicated knowledge of several sources of assistance for employment. The relative frequency was based on the total sample where N = 204.

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA

INSTITUTE OF HIGHER EDUCATION
RESEARCH AND SERVICES

BOX 6293
UNIVERSITY, ALABAMA 35486
(205) 348-7770

July 29, 1974

Dear Graduate Student:

Your help is greatly needed!

Are you willing to devote approximately fifteen minutes of your time which will benefit future Black graduate students in a most significant way? You can do this by participating in this study which seeks to establish a profile of Black graduate students, based on their needs, problems, concerns and opinions.

The problem of too few Black professionals is indeed critical when we realize that, in the American society, cultural and financial standards of the nation are established and maintained by professional people. The need to increase the number of Black professionals gives justification for this study.

As you may know, the limited number of Black professionals in the state of Alabama is related to the limited number of Black graduate students. Recently, some graduate schools have become increasingly concerned about this situation We are seeking information from the present population of students in order to make recommendations to the administrations of graduate school programs, and to advisors, counselors and foundations.

We request that you not identify yourself. It is our feeling that anonimity is essential in order to obtain the most accurate data possible.

As soon as you have completed the attached questionnaire, please use the postage paid envelope to mail this questionnaire to us.

May we wish you our best in your academic pursuits and invite you to write if additional information is needed.

Sincerely,

Otis Holloway Owens
Institute Associate

Eulalia Benejam Cobb
Eulalia Benejam Cobb
Institute Associate

THE UNIVERSITY OF ALABAMA
INSTITUTE OF HIGHER EDUCATION RESEARCH AND SERVICES
SURVEY OF BLACK GRADUATE STUDENTS

Instructions: Most of the following questions may be answered by checking the most appropriate answer provided. Please check number between parentheses (example (4)).
In a few cases, you are asked to fill in the blanks.
If you do not know the exact response to a question, please estimate your answer as closely as possible.

I. PERSONAL DATA

1. Home address: _____ _____
City State

2. Sex:

(1) male
(2) female

3. Age:

(01) under 21
(02) 21-24
(03) 25-30
(04) 31-35
(05) 36-40
(06) 41-45
(07) 46-50
(08) 51-55
(09) 56-60
(10) 61 and over

4. Marital Status:

(1) Single
(2) Married
(3) Widowed
(4) Divorced
(5) Separated

5. Number of children

(1) None
(2) One
(3) Two
(4) Three or more

6. In what graduate or professional institution are you now enrolled?

7. How many credit hours are you now taking?

(1) less than nine hours
(2) nine hours or more

II. FAMILY BACKGROUND

8. Mother's highest level of education:

(01) 0-6 yrs
(02) 7-8 yrs
(03) 9-12 yrs
(04) Vocational, technical, or certificate program (less than two years postsecondary)
(05) Some college work, but no degree
(06) Two year college degree
(07) Bachelor's degree or equivalent
(08) One or two years of graduate or professional study
(09) Master's degree or equivalent
(10) More (please specify) _____

9. Mother's occupation (present or prior to retirement):

(01) Teaching
(02) Professional (other than teaching)
(03) Managerial
(04) Clerical
(05) Sales
(06) Crafts
(07) Operatives
(08) Farming
(09) Service work
(10) Labor
(11) Household work
(12) Unemployed
(13) Other (please specify) _____

10. Father's highest level of education:

(01) 0-6 yrs
(02) 7-8 yrs
(03) 9-12 yrs
(04) Vocational, technical, or certificate program (less than two years postsecondary)
(05) Some college work, but no degree
(06) Two year college degree
(07) Bachelor's degree or equivalent
(08) One or two years of graduate or professional study
(09) Master's degree or equivalent
(10) More (please specify) _____

11. Father's occupation (present or prior to retirement):

(01) Teaching
(02) Professional (other than teaching)
(03) Managerial
(04) Clerical
(05) Sales
(06) Crafts
(07) Operatives
(08) Farming
(09) Service work
(10) Labor
(11) Household work
(12) Unemployed
(13) Other (please specify) _____

12. Parents' joint annual earnings (give best possible estimate):

(1) less than $3,000
(2) $3,000-5,999
(3) $6,000-7,599
(4) $7,600-8,999
(5) $9,000-11,999
(6) $12,000-14,999
(7) $15,000-19,999
(8) $20,000 and over

13. How many brothers and sisters do you have?

(1) None
(2) One
(3) Two
(4) Three or more

14. If you are married, indicate spouse's highest level of education:

(01) 0-6 yrs
(02) 7-8 yrs
(03) 9-12 yrs
(04) Vocational, technical, or certificate program (less than two years postsecondary)
(05) Some college work, but no degree
(06) Two year college degree
(07) Bachelor's degree or equivalent
(08) One or two years of graduate or professional study
(09) Master's degree or equivalent
(10) More (please specify) _____

15. If you are married, indicate spouse's occupation:

(01) Teaching
(02) Professional (other than teaching)
(03) Managerial
(04) Clerical
(05) Sales
(06) Crafts
(07) Operatives
(08) Farming
(09) Service work
(10) Labor
(11) Household work
(12) Unemployed
(13) Other (please specify) _____

III. EDUCATIONAL BACKGROUND

16. Degrees earned (check one or more):

(1) Associate
(2) Bachelor's
(3) Master's
(4) Doctorate
(5) Other (please specify) _____

17. Institution from which you received:

(1) Associate degree: _____
(2) Bachelor's degree: _____
(3) Master's degree: _____
(4) Other (please specify): _____

18. Undergraduate area of specialization:

(01) Agriculture and Natural Resources
(02) Architecture and Environmental Design
(03) Biological Sciences
(04) Business and Management
(05) Communications
(06) Computer and Information Sciences
(07) Education
(08) Engineering
(09) Fine and Applied Arts
(10) Foreign Languages
(11) Health Professions
(12) Home Economics
(13) Law
(14) Letters
(15) Library Science
(16) Mathematics
(17) Military Science
(18) Physical Science
(19) Psychology

(Choices continue on next page)

(20) Public Affairs and Services
(21) Social Sciences
(22) Theology
(23) Interdisciplinary Studies

19. At the time you attended, was your undergraduate institution

(1) All black
(2) Predominantly black
(3) Predominantly white
(4) Other (please specify) _____

20. How well do you consider that your undergraduate studies prepared you for graduate work?

(1) Not at all
(2) Poorly
(3) Fairly
(4) Well
(5) Very well

21. Evaluate how your undergraduate institution prepared you for graduate work in the following areas:

	Well prepared	Moderately prepared	Poorly prepared
(a) Use of library	(1)	(2)	(3)
(b) Note-taking	(1)	(2)	(3)
(c) Writing research papers	(1)	(2)	(3)
(d) Abstracting articles	(1)	(2)	(3)
(e) Study skills	(1)	(2)	(3)
(f) Test taking	(1)	(2)	(3)
(g) Other (please specify)	(1)	(2)	(3)

22. If you were required to take any additional undergraduate courses to supplement your preparation for graduate study, please list them below:

1 _____ 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____ 11 _____
6 _____ 12 _____

23. Which of the following entrance examinations were required of you for admittance to graduate school? Indicate your score or percentile rank in those tests (if not known, please approximate):

	Score	Percentile Rank
(01) GRE		
(02) Verbal section		
(03) Quantitative section		
(04) Advanced section		
(05) NTE		
(06) MAT		
(07) LSAT		
(08) MCAT		
(09) DSAT		
(10) Other (please specify):		

24. Undergraduate grade average: _____ Where A=_____

25. Graduate grade average: _____ Where A=_____

26. If your undergraduate and graduate grade averages differ significantly, to which of the following factors do you attribute the difference? (Check one or more):

(1) Preparation
(2) Difficulty of material
(3) Time available for study
(4) Interest in material
(5) Relationship to faculty
(6) Other (please specify)_____

27. Graduate or professional area of specialization:

(01) Agriculture and Natural Resources
(02) Architecture and Environmental Design
(03) Biological Sciences
(04) Business and Management
(05) Communications
(06) Computer and Information Sciences
(07) Education
(08) Engineering
(09) Fine and Applied Arts
(10) Foreign Languages
(11) Health Professions
(12) Home Economics
(13) Law
(14) Letters
(15) Library Science
(16) Mathematics

(Choices continue on next page)

(17) Military Science
(18) Physical Science
(19) Psychology
(20) Public Affairs and Services
(21) Social Sciences
(22) Theology
(23) Interdisciplinary Studies
(24) Other (please specify) _____

28. What was the most important factor in your decision to specialize in your particular field?

(1) It is the subject that you enjoy the most
(2) It is the subject for which you have the most aptitude
(3) There was a good possibility of obtaining financial aid for graduate work in this area
(4) It offers the best possibilities for getting a job
(5) It is the subject your family or friends expected you to specialize in
(6) Other (please specify) _____

29. How many black professionals in your area of specialization do you know of?

(1) None
(2) 1-5
(3) 6-10
(4) More than ten

30. Degree toward which you are now working:

(1) Master's
(2) Doctorate
(3) Other (please specify) _____

31. Which one of the following factors was the most important one in your decision to seek entrance to graduate study?

(1) Better employment opportunities
(2) Higher salary
(3) Desire to learn
(4) Desire to help others
(5) Other (please specify) _____

32. Which single individual was most influential in your decision to seek entrance to graduate study?

(1) Mother
(2) Father
(3) Spouse

(Choices continue on next page)

(4) Teacher
(5) Friend
(6) Other (please specify) _____

33. If any graduate or professional school recruited you, how was it done? (check one or more):

(1) By visiting my campus
(2) By making brochures available
(3) Through a personal acquaintance
(4) Other (please specify) _____

34. How soon after obtaining the Bachelor's did you begin graduate work?

(1) Immediately
(2) After 1 year
(3) After 2-5 years
(4) After 6-10 years
(5) After 11 or more years

35. If there was a delay between undergraduate and graduate school, to which one of the following factors was it most closely related?

(1) Finances
(2) Marriage
(3) Military
(4) Desire to take a break from school
(5) No interest in graduate work at the time of graduation
(6) Other (please specify) _____

36. If you worked between undergraduate and graduate school, what kind of work did you do?

(01) Teaching
(02) Professional (other than teaching)
(03) Managerial
(04) Clerical
(05) Sales
(06) Crafts
(07) Operatives
(08) Farming
(09) Service work
(10) Labor
(11) Household work
(12) Unemployed
(13) Other (please specify) _____

37. To how many graduate schools did you submit applications?

(1) One
(2) Two

(Choices continue on next page)

(3) Three
(4) Four
(5) Five or more

38. How many graduate schools offered admission to you?

(1) One
(2) Two
(3) Three
(4) Four
(5) Five or more

39. Identify those characteristics that you considered important in selecting the graduate schools to which you applied:

(1) Location
(2) Curriculum
(3) Academic challenge
(4) Cost
(5) Probability of being accepted
(6) Other (please specify) _____

40. Identify one or more reasons for enrolling in your particular graduate school:

(1) Location
(2) Curriculum
(3) Academic challenge
(4) Cost
(5) It was the only school that accepted me
(6) Other (please specify) _____

41. If you encountered any problems in the admission process, to which one of the following factors were they primarily related?

(1) Academic qualifications
(2) Finances
(3) Race
(4) Sex
(5) Other (please specify) _____

IV. FINANCIAL ARRANGEMENTS

42. What was your main source of information about financial aid for graduate study?

(1) Undergraduate advisor or faculty member
(2) Undergraduate career placement office
(3) Graduate school officials
(4) Books, brochures, newspapers, etc.
(5) Fellow students
(6) Other (please specify) _____

43. How many graduate schools offered you financial aid?

(1) None
(2) One
(3) Two
(4) Three
(5) Four
(6) Five or more

44. How are you supporting yourself through graduate school? (please fill in the blanks)

	Name/Type of work	Amount per year
Fellowship/Scholarship		
Assistantship		
Spouse's earnings		
Parental assistance		
Work		
Loan		
Personal savings		
Other		

V. GRADUATE SCHOOL EVALUATION AND CAREER GOALS

45. For what kind of employer do you anticipate working?

(1) Private company, family business, or self
(2) Research organization or institute
(3) College, university, or junior college
(4) Elementary or secondary school or school system or other educational institution
(5) United States government
(6) State or local government
(7) Hospital, church, clinic, welfare organization, etc.
(8) Other (please specify) _____
(9) I don't know

46. Of what services are you aware that can assist you in finding employment?

(1) University placement service
(2) Department chairman
(3) Academic advisor
(4) Professional organizations
(5) Other (please specify) _____

47. The following items are related to your present situation in graduate school. Please evaluate each one that applies to you by checking the appropriate column.

	Satisfied	Not Satisfied	Not Applicable
Counseling by your present advisor	(1)	(2)	(3)
Relationship with teachers	(1)	(2)	(3)
Relationship with white students	(1)	(2)	(3)
Relationship with other black students	(1)	(2)	(3)
Financial arrangements	(1)	(2)	(3)
Social life	(1)	(2)	(3)
Extra-curricular activities	(1)	(2)	(3)
Transportation and commuting	(1)	(2)	(3)
Separation from family	(1)	(2)	(3)
Working while studying	(1)	(2)	(3)
Family responsibility	(1)	(2)	(3)
Study facilities	(1)	(2)	(3)
Time for studying	(1)	(2)	(3)
Course load	(1)	(2)	(3)
Quality of instruction	(1)	(2)	(3)

48. In what geographic area do you desire to locate after completing graduate study?

(1) Alabama
(2) South Eastern states other than Alabama
(3) South Western states
(4) Mid Western states
(5) Western states
(6) Mountain Plains states
(7) Eastern states
(8) Other (please specify) _____

49. To what extent do you envision that your graduate training will be of specific use to the black community?

(1) To a large extent
(2) Moderately
(3) Not at all

50. Please comment on any relevant experiences that you have had as a black graduate student that were not covered in this questionnaire (use back if necessary).

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